2022 Annual Implementation Plan

for improving student outcomes

Benton Junior College (5488)

Submitted for review by Melissa Wisniewski (School Principal) on 16 December, 2021 at 02:30 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 24 December, 2021 at 09:46 AM
Endorsed by Paul Kemp (School Council President) on 05 February, 2022 at 08:15 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2022	
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise learning growth and outcomes for all students in literacy and numeracy.
Target 2.1	By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:
Target 2.2	By 2022 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:

Target 2.1 table:

	Benchmark 2018	2022 Target
Reading	61%	65%
Writing	68%	72%
Numeracy	56%	58%

Target 2.2 table:

	Benchmark 2018	2022 Target

	Reading	35%	40%
	Writing	23%	25%
	Numeracy	29%	35%

Target 2.3	By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 11% (2018) to 6% or less.
Target 2.4	By 2022 the percentage achieving medium to high relative learning growth to improve from the 2018 benchmarks: • Reading from 65% to 80% or higher • Writing to be at 85% or higher (NB average 2015-18 was 72% and achievement in 2018 was 87%) • Numeracy from 75% to 80% or higher.
Key Improvement Strategy 2.a Building practice excellence	Develop and implement a research-based instructional model. (BPE)
Key Improvement Strategy 2.b Curriculum planning and assessment	Use the PLC structure to collaboratively collect and analyse student data to inform teaching and learning. (CPA)
Key Improvement Strategy 2.c Building practice excellence	Build teacher capability to differentiate teaching to ensure and challenge learning progress for every student. (BPE)
Key Improvement Strategy 2.d	Build instructional leadership capability to lead whole school improvement. (ISL)

Instructional and shared leadership	
Goal 3	Empower all students to be successful, independent and actively engaged learners.
Target 3.1	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: • Stimulated learning from 85% (average 2017-18) to 90% • Student voice & agency from 73% (average 2017-18) to 85% • Motivation and interest from 82% (average 2017-18) to 90% • Self-regulation and goal setting 89% (average 2017-18) to 94%.
Target 3.2	By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors: • Academic emphasis from 72% (2017) to 85% • Teacher collaboration from 66% (2017) to 85% • Collective efficacy from 85% (2017) to 90% (To be finalised following 2018 survey results)
Key Improvement Strategy 3.a Empowering students and building school pride	Build student engagement through student voice and agency. (ESBSP)
Key Improvement Strategy 3.b Curriculum planning and assessment	Embed the Victorian Curriculum Capabilities and PYP Learner Profile. (CPA)
Goal 4	Enhance student wellbeing.

Target 4.1	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: • Teacher concern from 78% (average 2017-18) to 88% • Respect for diversity from 82% (average 2017-18) to 88% • Effective classroom behaviour from 83% (average 2017-18) to 88%.
Target 4.2	By 2022 improve the percentage of positive responses on the Parent Opinion Survey for the following factors: • Teacher communication from 68% (2017) to 85% • Managing bullying from 77% (2017) to 85% • Promoting positive behaviour from 85% (2017) to 90%.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Build school pride and high expectations for learning and behaviour.
Key Improvement Strategy 4.b Building communities	Enhance parent/carers and community partnerships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	Target 1.1 By the end of 2022, we will improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 and 6) as follows: • Reading: At least 68% • Writing: At least 75% • Numeracy: At least 45% Target 1.2 By the end of 2022, we will improve the percentage of students in the top two NAPLAN bands at Year 5 (bands 7 and 8) as follows: • Reading: At least 45% • Writing: At least 28% • Numeracy: At least 35% Target 1.3 By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 8% (2019) to 6% or less. Target 1.4 Relative Growth Target - due to no

| | | | NAPLAN in 2020 we will be unable to set a target for 2022

Target 2.1
By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:
•   Stimulated learning at least 84%
•   Student voice & agency at least 69%
•   Motivation and interest at least 87%
•   Self-regulation and goal setting at least 90%

Target 2.2
By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors:
•   Academic emphasis at least 76%
•   Teacher collaboration at least 75%
•   Collective efficacy at least 87% |
|---|---|---|---|
| Maximise learning growth and outcomes for all students in literacy and numeracy. | No | By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:

| | Benchmark 2018 | 2022 Target |
|---|---|---|
| Reading | 61% | 65% |
| Writing | 68% | 72% |
| Numeracy | 56% | 58% | | |

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	Benchmark 2018	2022 Target
Reading	35%	40%
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By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 11% (2018) to 6% or less.

By 2022 the percentage achieving medium to high relative learning growth to improve from the 2018 benchmarks:

- Reading from 65% to 80% or higher
- Writing to be at 85% or higher (NB average 2015-18 was 72% and achievement in 2018 was 87%)
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| Empower all students to be successful, independent and actively engaged learners. | No | By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:

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		• Student voice & agency from 73% (average 2017-18) to 85% • Motivation and interest from 82% (average 2017-18) to 90% • Self-regulation and goal setting 89% (average 2017-18) to 94%.	
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Enhance student wellbeing.	No	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: • Teacher concern from 78% (average 2017-18) to 88% • Respect for diversity from 82% (average 2017-18) to 88% • Effective classroom behaviour from 83% (average 2017-18) to 88%.	
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12 Month Target 1.1	Target 1.1 By the end of 2022, we will improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 and 6) as follows: • Reading: At least 68% • Writing: At least 75% • Numeracy: At least 45% Target 1.2 By the end of 2022, we will improve the percentage of students in the top two NAPLAN bands at Year 5 (bands 7 and 8) as follows: • Reading: At least 45% • Writing: At least 28% • Numeracy: At least 35% Target 1.3 By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 8% (2019) to 6% or less. Target 1.4 Relative Growth Target - due to no NAPLAN in 2020 we will be unable to set a target for 2022 Target 2.1 By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following

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- Teacher collaboration at least 75%
- Collective efficacy at least 87%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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	By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors: • Academic emphasis at least 76% • Teacher collaboration at least 75% • Collective efficacy at least 87%
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Enhance PLC structures to support teacher collaboration and reflection to strengthen teaching and learning practice. Develop tiered systems of support that enable teachers to identify and respond to students individual learning needs.
Outcomes	PLC's will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students will experience success and celebrate the acquisition of knowledge. Teachers and leaders will establish small group, intervention and extension programs. All staff will collectively work together to lift the outcomes of all students. English team will develop and implement an example of the Writing Learning Intentions and Success Criteria continuum to guide the work of PLC's.
Success Indicators	Early Indicators Classroom observations and learning walks demonstrating use of strategies from professional learning. Differentiated curriculum documents and evidence of student learning at different levels. Data used to identify students for tailored supports. Progress against individual education plans. Use of consistent planners and meeting agendas evidencing differentiation and improvement cycles. Completion of the RTI document. Teachers confidently and effectively use a range of writing approaches in classrooms. 6+1 Traits are evident in planning documents and are observed in teacher practice on learning walks. Late Indicators NAPLAN results focusing on students achieving in the top 2 bands in Year 3 and 5. PAT data indicates student progress. Teacher judgement indicates student progress. IB/PYP evaluation feedback highlights the schools strengths in regards to planing, teaching and assessment. Attitudes to School survey results indicate a growth in the areas of stimulating learning, student voice and agency, motivation and

	interest and self regulation and goal setting. An improvement in teacher collaboration and teacher efficacy in the Staff Opinion Survey.				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**		**Funding Streams**
Whole staff professional learning on Writing teaching practices. (Curriculum Day 1)	☑ Curriculum Co-ordinator (s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1		$1,200.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole staff professional learning on 6+1 Traits of Writing . (Online master classes with Narissa Leung)	☑ Literacy Leader ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4		$4,950.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Whole staff professional learning on Concept based teaching and learning. (Curriculum Day 3 & 4 with Marcia Behrenbruch)	☑ Curriculum Co-ordinator (s) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 2	$6,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole staff professional learning on giving and receiving feedback from teacher observations.	☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in learning walks and peer observations focusing on school priorities. (Term 1, Learning Walks - Writing teaching approaches, Term 2, Learning Walks - teaching Mathematics, Term 3, Peer Observation - Concept based teaching and learning, Term 4, Peer Observation - Teacher Agency)	☑ Curriculum Co-ordinator (s) ☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership Learning Walks focusing on school priorities and consistency of practice.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review professional learning calendar and update to prioritise collaboration time in PLC's.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review and update PLC protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports.	☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PLC Year Level Leader professional learning day focusing on LINK school priorities and consistency of planning documents.	☑ PLC Leaders ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 1	$3,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Complete the RTI school documentation and share with staff.	☑ Education Support ☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

	☑ Teacher(s)		to: Term 1	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in Improvement Cycles in PLC's at both a year and curriculum team level, based on school priorities and cohort data.	☑ Curriculum Co-ordinator (s) ☑ Education Support ☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s) ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the PIVOT survey to gain student feedback on teaching practices.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Utilise the professional research and reflection completed in 2021, to finalise the design and implementation of Learning Intentions and Success Criteria across the school. (Phase One - Writing)	☑ Curriculum Co-ordinator (s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Year level teams to complete a minimum of one Mathematics Instructional Model each term.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Lead and support schools in the Bayside Peninsula Area to implement and strengthen PLC practices as a PLC Link school.	☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s) ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
The Tutoring Initiative Program will continue to be implemented with a focus on literacy and numeracy	☑ Education Support ☑ Literacy Leader ☑ Literacy Support ☑ Numeracy Leader ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$122,383.72 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to refine and implement the junior school Literacy Intervention and STAR program	☑ Literacy Support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$32,889.30 ☑ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Implementation of the School Wide Positive Behaviour Support (SWPBS) framework. Develop and implement a Response To Intervention (RTI) model - Literacy, Numeracy, Wellbeing. Implement a case management system for teachers to confer with the Wellbeing team. Implement lunchtime clubs, including but not limited to the Year 5/6 Positive Leadership Activating Youth (PLAY) Leaders program.
Outcomes	Teachers will model and implement consistent routines based on the SWPBS. Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing. Teachers and leaders will integrate physical, social, emotional, cultural and civic learning into school practice, policies and programs. Students will feel supported and engaged in classrooms and contribute to a strong school culture. At risk students will be identified and receive targeted support in a timely manner. Teachers will implement a range of interventions in their classroom to support student wellbeing in accordance with the RTI. Families of at risk students will receive regular communication and support from the school. Relevant teaches and leaders will establish a proactive case management system including referrals process, timetabling, staffing and resourcing. Lunchtime clubs and activities will be led by the Year 5/6 students, including PLAY leaders.
Success Indicators	Early Indicators: Creation of a SWPBS Behaviour Matrix for students and teachers to refer to incorporating different learning environments. Completion of the RTI model and shared with all staff. Student focus groups and interviews. Data used to identify students in need of targeted support. Students will be trained as PLAY leaders.

	Late Indicators: Reviewed and updated response to behaviour flowchart. Documentation of referrals process and linked to the case management system. Looking at student, staff and parent survey results, including PIVOT. Data regarding the number of students participating in the speech and social development programs collected. The full implementation of case management system. Students forums highlight student engagement and motivation to participate in extra curricular lunchtime activities.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning to support the implementation of SWPBS.	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish lunchtime clubs that promote healthy habits and positive relationships.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Creation of a SWPBS Behaviour Matrix (Curriculum Day 2)	☑ Student Wellbeing Co-ordinator ☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Completion of the RTI model and provide appropriate professional learning to all staff.	☑ Education Support ☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Develop and implement our case management system structures and processes.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Update the meeting schedule to include case management meetings involving the Wellbeing Case Management team.	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and alignment of the schools IEP and SSG practices with the new Disability and Inclusion Program.	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint an Inclusion and Engagement Leader to lead the Disability and Inclusion Program.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$110,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint allied health (speech pathologist and social worker) to build teacher capability and support the academic, social and emotional development of students	☑ Allied Health ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$78,976.76 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$65,969.20	$32,889.30	$33,079.90
Disability Inclusion Tier 2 Funding	$173,138.32	$188,976.76	-$15,838.44
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$239,107.52**	**$221,866.06**	**$17,241.46**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue to refine and implement the junior school Literacy Intervention and STAR program	$32,889.30
Appoint an Inclusion and Engagement Leader to lead the Disability and Inclusion Program.	$110,000.00
Appoint allied health (speech pathologist and social worker) to build teacher capability and support the academic, social and emotional development of students	$78,976.76
Totals	**$221,866.06**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Continue to refine and implement the junior school Literacy Intervention and STAR program	from: Term 1 to: Term 4	$32,889.30	☑ School-based staffing
Totals		$32,889.30	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Appoint an Inclusion and Engagement Leader to lead the Disability and Inclusion Program.	from: Term 1 to: Term 4	$110,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion Leader
Appoint allied health (speech pathologist and social worker) to build teacher capability and support the academic, social and emotional development of students	from: Term 1 to: Term 4	$78,976.76	☑ Other workforces to support students with disability • Social workers • Speech pathologists
Totals		$188,976.76	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole staff professional learning on Writing teaching practices. (Curriculum Day 1)	☑ Curriculum Co-ordinator (s) ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Whole School Pupil Free Day	☑ Internal staff ☑ Bastow program/course ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Whole staff professional learning on 6+1 Traits of Writing . (Online master classes with Narissa Leung)	☑ Literacy Leader ☑ PLC Leaders ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders ☑ External consultants Narissa Leung ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Whole staff professional learning on Concept based teaching and learning. (Curriculum Day 3 & 4 with Marcia Behrenbruch)	☑ Curriculum Co-ordinator (s) ☑ Teacher(s)	from: Term 2 to: Term 2	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ External consultants Marcia Behrenbruch	☑ On-site

Whole staff professional learning on giving and receiving feedback from teacher observations.	☑ PLC Leaders ☑ Teacher(s)	from: Term 3 to: Term 3	☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Leadership Learning Walks focusing on school priorities and consistency of practice.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
PLC Year Level Leader professional learning day focusing on LINK school priorities and consistency of planning documents.	☑ PLC Leaders ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 1	☑ Formalised PLC/PLTs	☑ Timetabled Planning Day	☑ PLC Initiative ☑ Learning Specialist	☑ On-site
Professional Learning to support the implementation of SWPBS.	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Anthony King - School Wide Positive Behaviours	☑ On-site